A collage of a person standing in front of a lake

AI-generated content may be incorrect.

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**Airport House**

**ESTABLISHMENT IMPROVEMENT PLAN**

**SESSION 2025-2026**

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| **Overview of National and Local Priorities** | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy | | **National Improvement Framework Key Drivers**   * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer engagement and family learning * Curriculum and assessment * School and ELC improvement * Performance information | |
| **How good is our school? (4th edition)** | **ELC Quality Improvement Framework**  **Realising the Ambition** | | **Highland Council Education Priorities** |
| * 1.1 Self-evaluation for self-improvement * 1.2 Leadership of learning * 1.3 Leadership of change * 1.4 Leadership and management of staff * 1.5 Management of resources to promote equity * 2.1 Safeguarding and child protection * 2.2 Curriculum * 2.3 Learning, teaching and assessment * 2.4 Personalised support * 2.5 Family learning * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement * 3.3 Increasing creativity and employability | Leadership:   * Leadership and management of staff and resources * Staff skills, knowledge, values and deployment * Leadership of continuous improvement   Spaces & environment:   * Children thrive and develop in quality spaces * Inside and outside, open ended and natural resources   Children play and learn:   * Play and learning * Curriculum * Learning, teaching, and assessment * Inspiring confidence, creativity, and curiosity   Children are supported to achieve:   * Nurturing care and support, interactions, and relationships * Wellbeing, inclusion, and equality * Children’s progress – observations, planning, and tracking * Safeguarding and child protection | | * We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system. * We will focus our improvement on the themes within our Raising Attainment and Achievement Strategy:  1. Leadership 2. Learning & Teaching 3. Curriculum 4. Data Analysis  * We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in. |
| **How good is OUR school?** | **Gaelic Education** | | **Health and Social Care Standards** |
| * Theme 1 Our relationships * Theme 2 Our learning and teaching * Theme 3 Our school and community * Theme 4 Our health and wellbeing * Theme 5 Our successes & achievements | * [Education Scotland Advice on Gaelic Education](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.gov.scot%2Fresources%2Fadvice-on-gaelic-education%2F&data=05%7C02%7CKirsty.Clark%40highland.gov.uk%7C45f94bb74f7240e29e8a08dd624b90d0%7C89f0b56e6d164fe89dba176fa940f7c9%7C0%7C0%7C638774798859776285%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=YtiTC4hxESaZRyTh5WAa5LXYFvir1Hym1X2mLTTLIKg%3D&reserved=0) focus: * high quality GME immersion experiences * improving fluency * whole school Gaelic ethos * Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase * [Gaelic Learner Education Experiences](https://highlandcouncil1.sharepoint.com/sites/SchoolHub/SitePages/GaelicHome.aspx?xsdata=MDV8MDJ8S2lyc3R5LkNsYXJrQGhpZ2hsYW5kLmdvdi51a3w0NWY5NGJiNzRmNzI0MGUyOWU4YTA4ZGQ2MjRiOTBkMHw4OWYwYjU2ZTZkMTY0ZmU4OWRiYTE3NmZhOTQwZjdjOXwwfDB8NjM4Nzc0Nzk4ODU5ODE2OTg5fFVua25vd258VFdGcGJHWnNiM2Q4ZXlKRmJYQjBlVTFoY0draU9uUnlkV1VzSWxZaU9pSXdMakF1TURBd01DSXNJbEFpT2lKWGFXNHpNaUlzSWtGT0lqb2lUV0ZwYkNJc0lsZFVJam95ZlE9PXwwfHx8&sdata=bjFnWWNMMW82aVNPemx0MVl3ODR6SEFTRVdWcGNTNXBBWGNsMU9QN0lGVT0%3d) * Initiatives and projects that promote and support Gaelic extra-curricular experiences * [Local Authority Gaelic Language Plan](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.highland.gov.uk%2Finfo%2F283%2Fcommunity_life_and_leisure%2F335%2Fgaelic%2F2&data=05%7C02%7CKirsty.Clark%40highland.gov.uk%7C45f94bb74f7240e29e8a08dd624b90d0%7C89f0b56e6d164fe89dba176fa940f7c9%7C0%7C0%7C638774798859838521%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=UyY7zF5b9HjNQF71CU7t%2BRrAMphyc1nHHICfjD9%2F%2Bmk%3D&reserved=0) priorities, initiatives, and activities to promote Gaelic across the 4 themes of * Communities and Home * Media, Arts, Culture and Heritage * Business and the Economy * Education | | * I experience high quality care and support that is right for me. * I am fully involved in all decisions about my care and support. * I have confidence in the people who support and care for me. * I have confidence in the organisation providing my care and support. * I experience a high-quality environment if the organisations provide the premises. |

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| **Establishment Improvement Priorities** | **RAAS Themes**  **1-4** | **Linked NIF Priority** | **Linked NIF Driver** | **Linked Highland Priority** | **HGIOS? 4** | **ELC QI Framework** | **Linked GME Priority** | **Linked H&SC Standard** |
| 1. Raising Attainment through improved learning and teaching | LTA | Improvement in attainment, particularly in literacy and numeracy | Performance Information | We will raise attainment and achievement for all | 2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement/securing children’s progress | Choose an item. | Choose an item. |  |
| 1. Raising Attainment through improved curricular design | Curriculum | Improvement in skills and sustained, positive school-leaver destinations for all young people | Curriculum and assessment | We will maximise opportunities for our children and young people | 2.2 Curriculum  3.3 Increasing creativity and (employability)/developing creativityand skills for life | Choose an item. | Choose an item. |  |
| 1. Development of the use of the online profile to support positive destinations | LTA | Improvement in skills and sustained, positive school-leaver destinations for all young people | Curriculum and assessment | We will maximise opportunities for our children and young people | 1.5 Management of resources to promote  2.6 Transitions  3.3 Increasing creativity and (employability)/developing creativityand skills for life | Choose an item. | Choose an item. |  |

**Action Plans**

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| **Improvement Priority 1 Action Plan:** | Raising attainment through improved teaching and learning leading to increased learner engagement | | | **Lead:** Kimberley Sinclair | | |
| **Please detail the information/data which has prompted this work:**  Raising attainment through the improvement planning process is a key target for Highland Council. Through self-evaluation, we have identified that improvements could be made in our teaching in learning that will support a rise in attainment. Feeback from one of our pupils indicated that the work was not ‘fun’ – ‘*I don’t like doing the work because it’s not fun’.* Observations of young people show that not all young people enjoy completing their maths and English work in a formal classroom setting. | | | | | | |
| **Expected outcomes:**  Specific areas of teaching and learning identified for improvement  Consistent approaches to teaching and learning will be embedded to help improve engagement  Learners will be more engaged in the sessions that are offered to them | | **Measures:**  Learning and teaching framework documentation – identified areas  Observation, staff and learner feedback  Observation, staff and learner feedback, moderation tracking will show more green | | | **QI**  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement/securing children’s progress | **When? Who?**  By December 25  Kimberley Sinclair  By July 26  By July 26 |
|  | | **QI 1.5 Management of Resource** | **QI 1.3 Leadership of Change** | | | **QI 1.1 Self-evaluation for self-improvement** |
| **Implementation/Actions** | | **Time Resource** | **Who?** | | **When?** | **Progress** |
| Northern Alliance Learning, Teaching and Assessment self-evaluation tools – complete to identify specific areas of what is going well and what we would like to achieve. | | 3h – INSET day and Staff meeting | All staff | | By October 25 |  |
| Gather young people’s views and suggestions on identified areas using the pupil voice suggestion board and classroom environment survey | | 1-1 CSW sessions | CSWs | | By November 25 |  |
| Create a learning and teaching framework for Airport House using staff and pupil views and update the learning and teaching policy to align standards | | 2h – Staff meetings | All staff | | By December 25 |  |
| Share framework with parents and young people and begin implementing within setting | | 1h | Manager | | By December 25 |  |
| Staff development meetings to identify areas where more learning/training is required | | 4h – Review meetings | Manager | | September 25 |  |
| Signpost staff to relevant training/professional learning activities related to aspects of learning and teaching – looking at levels of engagement and ‘regulate, relate, reason and restore’ during the INSET days. | | 2h | Manager | | By July 26 |  |
| Buy copy of ‘The disengaged Teen’ for Airport House staff use and make available to staff to read as professional learning | | 30 minutes | Manager | | September 25 |  |
| In-house attainment and tracking meetings scheduled twice termly to monitor progress and engagement | | 8h | Manager and staff | | By July 26 |  |
| Moderation meetings with base schools twice yearly | | 2h | Manager and teacher | | By July 26 |  |
| Learning walks carried out twice termly to quality assure the implementation of agreed framework for learning and teaching and to observe engagement | | 4h | Manager | | By July 26 |  |
| Feedback from young people through pupil voice board and re-completing the classroom environment survey | | 1-1 CSW sessions | CSW | | June 26 |  |

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| **Improvement Priority 2 Action Plan:** | Raising attainment through improved curriculum design | | | **Lead:** Kimberley Sinclair | | |
| **Please detail the information/data which has prompted this work:**  Airport House does not currently have a curriculum rationale/policy and the curriculum offering has widened and changed over the past few years and requires clearer guidance for staff, parents and our young people. Our curriculum has always been tailored to meet the interests of our young people, but we would like to evaluate our curriculum and identify areas of improvement based on progression, coherence, breadth, depth, personalisation and choice, challenge, enjoyment and relevance. Through feedback, young people have asked for ‘more workshop, gym and cooking’. | | | | | | |
| **Expected outcomes:**  A curriculum rationale that aligns with the vision, aims and values of Airport House, our young people and their parents.  The curriculum rationale will lead the way to look at further opportunities that our young people would like to have to improve out curricular design  The curriculum will be designed, in partnership with our staff, young people and parents to ensure progression, coherence, breadth, depth, personalisation and choice, challenge, enjoyment and relevance. | | **Measures:**  Staff, learner and parents all know and understand rationale behind curriculum  Learner feedback, staff feedback  Learner, staff and parent feedback, observation, data | | | **QI**  2.2 Curriculum | **When? Who?**  By July 2026  Kimberley Sinclair  By July 2026  By July 2027 |
|  | | **QI 1.5 Management of Resource** | **QI 1.3 Leadership of Change** | | | **QI 1.1 Self-evaluation for self-improvement** |
| **Implementation/Actions** | | **Time Resource** | **Who?** | | **When?** | **Progress** |
| Staff engage with the online ‘Curriculum Rationale Toolkit’ by Northern Alliance | | 1h – Staff meeting | All staff | | By November 25 |  |
| Mind mapping exercise with staff and pupils – Key questions | | 1-1 CSW sessions | All staff | | By November 25 |  |
| Information collated from online toolkit engagement and mind maps | | 1h | Manager | | December 25 |  |
| Draft curriculum rationale created | | 2h | Manager | | December 25 |  |
| Draft curriculum rationale shared with young people and views gathered/amendments made | | 1-1 CSW sessions | CSW | | January 26 |  |
| Parent engagement sessions to look at curriculum rationale and gather feedback | | 1 week – multiple sessions | CSW/Manager/Young people | | Term 3 |  |
| Final curriculum rationale created and shared with staff, young people and parents – elements to be displayed in Airport House | | 1h | Manager | | May 26 |  |
| Young people to use curriculum rationale to view current curriculum offering and provide their views on how to improve the current curriculum in the year ahead | | 1-1 CSW sessions | CSW | | June 26 |  |
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| **Improvement Priority 3 Action Plan:** | Development of the use of the online profile to support positive destinations | | | **Lead:** Kimberley Sinclair | | |
| **Please detail the information/data which has prompted this work:**  Observations of young people during their discussions with Careers advisor from Skills Development Scotland showed that our young people are not fully aware of the importance of their wider achievements. Developing online profiles will allow our young people to focus on developing goal setting skills and will allow them to track their progress and achievements with the vision of using this for the future. | | | | | | |
| **Expected outcomes:**  Staff, parents and young people will understand the value of the ‘My World of Work’ online profile and will have a shared vision to utilise this tool  All S3-S5 young people will be supported by staff to set up a profile on ‘My World of Work’ and S1 and S2 young people will be encouraged to set up a profile.  All S3-S5 young people will be supported to add current goals and achievements to their online profile | | **Measures:**  Verbal discussions and feedback  Completed profiles confirmed by young people, CSW and SDS careers advisor, data  Updated profiles confirmed by young people, CSW and SDS careers advisor, data | | | **QI**  2.6 Transitions | **When? Who?**  By July 2026  Kimberley Sinclair  By December 2025  By July 2026 |
|  | | **QI 1.5 Management of Resource** | **QI 1.3 Leadership of Change** | | | **QI 1.1 Self-evaluation for self-improvement** |
| **Implementation/Actions** | | **Time Resource** | **Who?** | | **When?** | **Progress** |
| Staff training ‘My World of Work’ online profiling tool | | 1h staff meeting | All staff | | June 25 | Completed |
| Profile tool information displayed on weekly topic board for young people to engage with | | 1-1 CSW sessions | CSW | | September 25 |  |
| All S3, S4 and S5 young people to have a meeting with the SDS careers advisor and their Key Worker CSW to set up online profiles | | 50 minutes each young person – SDS allocated support | CSW + SDS careers advisor | | By December 25 |  |
| Young people to complete goal setting exercise with CSW and post goals on online profile | | 1-1 CSW session | CSW | | End of January 26 |  |
| Young people to complete goal setting exercise for their literacy and maths with class teacher and post goals on online profile | | Classroom time | Class teacher | | End of January 26 |  |
| Young people to begin updating online profile at the end of term during their end of term review meeting with CSW – update achievements discussed during review meeting | | 1-1 CSW session termly | CSW | | By July 26 |  |
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